Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: *Measuring Outcomes and Assessment*

Academic Year: 2013/14 **Semester/Quad:** Fall A
Credit Hours: 2
Prerequisites: Student must have previous SBNM coursework

Instructor: *Brendan P. Foster MBA, MNA*

Phone: 773-433-3260

Email: bfoster1@northpark.edu or bfoster@apcc-chgo.org

Availability:

Due the proximity of my office to campus, I will be accessible for meetings on campus most work days (9am-5pm), schedule permitting. I will also be available to meet following class on Saturdays. Please contact me via email to schedule meetings at bfoster@apcc-chgo.org.

Course Description:

This course examines the assessment of effectiveness against service delivery objectives. The course uses the logic model and other theoretical models to better understand the outcomes and assessment process. Case studies will highlight evaluation issues for improved organizational performance.

Introductory Comments:

As the nonprofit sector becomes more sophisticated and competitive it is imperative that the leaders of nonprofit organizations have the ability to accurately assess and communicate the impact of programs. In order to support decisions, solicit and secure funding, and ensure your programs are effective, having comprehensive and reliable measurements will be necessary.

Course Materials:

REQUIRED
Textbook(s): J. Wholey, H. Hatry, & K. Newcomer (Ed.s), (2010). *Handbook of Practical Program Evaluation, 3rd ed.* San Francisco, CA: Jossey-Bass. [ISBN: 978-0-470-52247-9] 2

RESOURCES
Additional resources will be provided electronically

Essential IDEA Objectives:

1. Learning fundamental principles, generalizations, or theories.
2. Acquiring skills in working with others as a member of a team.
3. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Specific Course Objectives:

By the completion of this course, students will:

A. Know the evaluation process
    1. Comprehend, analyze & evaluate evaluation process

B. Gain perspectives on evaluation theories
    1. Assess evaluation benefits and pitfalls of various theories

C. Understand and assess the major approaches for conducting program evaluations
    1. Know what data needs to be collected and how data needs to be analyzed
    2. Know how to analyze, synthesize and report findings

D. Master knowledge of procedural guidelines for applying evaluation approaches
    1. Demonstrate learned theories, processes, and tools

Course Methodology:

This course will focus on three primary methods, lecture, discussion, and projects. The intensive nature of the Quad system will require students to keep up with all readings and assignments. As a graduate level course, this is the sole responsibility of the student.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements for information on computer requirements.

Technical Skills Required:

Students will be required to create and present a Power Point presentation. Students will be required to communicate electronically with team members and coordinate projects through the University Moodle system.

Schedule of Weekly Assignments:

[In the table below, enter weekly assignment information (.e.g., reading assignments, papers or projects due, discussion forums, etc.). For quad courses, delete unnecessary rows.]

Week	Dates	Topics	Assignment(s)
1	*8/28*	*Overview and history of MOA*	*Reading Chapters:1,3; Group paper "What is MOA" Due 9/4*
2	*9/4*	*Designing Evaluations*	*Reading Chapters: 2,4,5,6,7,9; Individual Paper "Logic Model" Due 9/11*
3	*9/11*	*Budgeting Evaluations and Collecting Evaluative Information and Data*	*Reading Chapters: 11,12,13,14,16,17; Group Paper "What data is collected for NCLB?" Due 9/18*
4	*9/18*	*Analyzing and Synthesizing Information and Data*	*Reading Chapters: 19,20,21,22; Group Paper "Opposing group assessment" Due 9/25*
5	*9/25*	*Communicating Evaluation Findings and Outcomes*	*Reading Chapters: 24,25; Individual Assignment "U-FE checklist" Due 10/2*
6	*10/2*	*Evaluating Evaluations*	*Reading Chapters: 23,28*
7	*10/9*	*Student Presentations*	*PPT due in class; Paper due electronically by 10/16 at 9:00am.*

Grading:

Assignment	Points	Grade %
Attendance	70	19
What is MOA?	20	5
Logic Model	50	13
What Data is Collected for NCLB	20	5
Opposing team Assessment	20	5
UFE Checklist	50	13
Student Presentation/Paper	10/140	40
Total	*Enter total number of points possible*	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (95-100%)		B- (80-82%)		D+ (67-70%)
	A- (90-94%)		C+ (77-79%)		D (63-66%)
	B+ (87-89%)		C (73-76%)		D- (60-63%)
	B (83-86%)		C- (70-72%)		F (<60%)

Assignment Grading Policies:

Please note late submission of any assignment is accepted for good reason, but will cost 10% of the total assignment points for each day or portion of a day late.

Student Responsibilities:

1. Attendance, presence, and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. This is a graduate-level course and all students are fully expected to actively participate on a weekly basis while this course is underway.
2. I strongly suggest that all issues, questions and problems be dealt with in class, you can feel free to call or email me regarding issues at any time.
3. Please understand that it is school policy to request that you drop the class if you miss 3 class sessions; this avenue does permit you to re-take the class when it is offered again

Instructor Responsibilities:

1. Design the course and learning modules in such a way that students have the opportunity to achieve the learning objectives.
2. Provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. Provide opportunities for group work that will include discussion as well as hands-on exercises.
4. Provide updated information on relevant resources for the various topics of interest.
5. Read and critically assess students' assignments and provide feedback.

ASSIGNMENT SPECIFICATIONS

Logic Model Individual Paper

Logic Model – Individual Paper
Program or Scenario Logic Model rubric
15 points

Category	*3 points – Meets standards*	*2 points – Approaching standards*	*1 point – Below standards*	***Score***
Program or Scenario indentified	Full explanation of applicable program or scenario that needs to be assessed.	Most components of applicable program or scenario that needs to be assessed have been documented.	Few components have been documented.	
Need for Model identified	Full explanation of need for Logic Model has been provided and discussed.	Fair explanation for need has been provided.	Faulty explanation of need provided.	
Input components identified	Full explanation of input components has	Fair explanation of input components	Faulty explanation of	

Category	*3 points – Meets standards*	*2 points – Approaching standards*	*1 point – Below standards*	***Score***
	been provided and discussed.	has been provided.	inputs has been provided.	
Output components identified	Full explanation of output components has been provided and discussed.	Fair explanation of outputs has been provided.	Faulty explanation of outputs has been provided.	
Outcome components identified	Full explanation of program outcomes has been provided and discussed.	Fair explanation of outcome has been provided.	Faulty explanation of outcomes has been provided.	

Other Information:
Select a program, scenario, or intervention of interest (current program from your place of employment or where you volunteer, a scenario you'd like to explore, a newly developed or considered intervention).

I. Identify a program, scenario, or intervention of interest that needs to be assessed.

COMPONENT VALUE = 2 POINTS

II. Explain and discuss need for a Logic Model.

COMPONENT VALUE = 3 POINTS

III. Explain and discuss the input components.

COMPONENT VALUE = 3 POINTS

IV. Explain and discuss the output components.

COMPONENT VALUE = 3 POINTS

V. Explain and discuss the outcome components.

COMPONENT VALUE = 3 POINTS

VI. Provide a pictorial representation of your Logic Model.

COMPONENT VALUE = 1 POINT

THIS INDIVIDUAL PAPER SHOULD NOT BE ANY LONGER THAN 5 PAGES. IF YOU HAPPEN TO EXCEED THE LIMITATION, I WON'T READ ANY PAGES BEYOND #5 (excluding title and reference pages).

Evaluation PP Rubric

Assignment Specifications:
Each student will complete a paper in which they discuss and create a logic model for an identified nonprofit organization. This is a precursor for the final project.

Based on your selected program, scenario, or intervention of interest (the one chosen for your Logic Model), you are to develop a PP presentation.

I. Identify the organization/program you wish to evaluate.
II. Present the Logic Model pictorial representation that you originally submitted (make any necessary changes or adjustments for better understanding).
III. Present the readiness of the organization/program for an evaluation.
IV. Present "evaluator" readiness and projected effectiveness to conduct an evaluation (it's quite acceptable for you to disclosure what is lacking & needs development).
V. Present the identified primary intended users and uses of the evaluation.
VI. Present the evaluation design and methods you've selected.
a) What data will be collected?
b) How is the data to be collected?
c) Who will collect the data?
d) What analytical method(s) will be used to assess the results (provide references from text or other reliable source)?
VII. Present how you will disseminate the evaluation findings.

YOU SHOULD DEVELOP 10 to 15 SLIDES (I would highly recommend that you do not exceed 18). If you have the capability, you may incorporate sound and video.

NCLB Team paper

Assignment Specifications:
Students will assess the MOA aspect of the "No Child Left Behind" act.

Category	*20 points – Meets standards*	*10 points – Approaching standards*	*5 points – Below standards*	**Score**
Group Discussion	All group members fully participated, offered input, and responded to issues regarding of Federal Act.	Majority of group members participated, offered input, and responded to issues.	Minority of group members participated, offered input, and responded.	
Located Information	All group members located and posted researched data and	Majority of group members located and posted	Minority of group members	

Category	*20 points – Meets standards*	*10 points – Approaching standards*	*5 points – Below standards*	**Score**
	information regarding Act.	research.	located and posted research.	
Analysis	All group members contributed their perspectives on data collection regarding Act.	Majority of group members contributed their perspectives.	Minority of group members contributed.	

Other Information:
"What data to collect for NCLB" rubric
20 points
Group assignment

Do an internet search on 2001 No Child Left Behind Act.

I. Locate at least 3 to 4 sources (websites, articles, evaluations, or others beyond the 2 provided in the Recommended Materials section) that describe what NCLB is, does, and should accomplish.

COMPONENT VALUE = 3 POINT

II. Develop a group-effort description (double-spaced w/default margins) of your findings as follows:

A. What data have been collected since the enactment of this legislation?
B. What data should be collected to properly evaluate NCLB Act?

COMPONENT VALUE = 10 POINTS

III. After completing this rudimentary research, does it appear that appropriate data, evaluative information, and figures have been collected to properly and appropriately evaluate the impact of this piece of legislation? Please describe.

COMPONENT VALUE = 7 POINTS

THIS GROUP PAPER SHOULD NOT BE ANY LONGER THAN 5 PAGES. IF YOU HAPPEN TO EXCEED THE LIMITATION, I WON'T READ ANY PAGES BEYOND #5 (excluding title and reference pages).

Final Project

Assignment Specifications:
Final Paper
Evaluation

Based on your selected program, scenario, or intervention of interest (the one chosen for your Logic Model), you are to develop a practical program evaluation.

I. Identify the organization/program you wish to evaluate.
[5 points]

II. Present and discuss the Logic Model pictorial representation that you originally submitted (make any necessary changes or adjustments for better understanding).
[5 points]

III. Present and discuss the readiness of the organization/program for an evaluation.
[15 points]

IV. Present and discuss "evaluator" readiness and projected effectiveness to conduct an evaluation (it's quite acceptable for you disclosure what is lacking & needs development).
[15 points]

V. Present and discuss the identified primary intended users and uses of the evaluation.
[15 points]

VI. Present the evaluation design and methods you've selected.
[35 points]
a. What data will be collected?
b. How is the data to be collected?
c. Who will collect the data?
d. What analytical method(s) will be used to assess the results (provide references from text or other reliable source)?
e. What is the expected budget for the evaluation?

VII. Present how you will disseminate the evaluation findings.
[10 points]

Use proper citations and references. Paper should be no longer than 10 pages (excluding title and reference pages).

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.

4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada